

# A Critical Review of Homeschooling as Alternative Education in Digital Era

Mira Purnamasari Safar  
IAIN Purwokerto, Indonesia  
[mira.safar@gmail.com](mailto:mira.safar@gmail.com)

## Abstract

Education changes from time to time. In the classical period scientists learn autodidactically with iqra, reading the phenomena observed in the universe. When the era of the industrial revolution happened, education in general are in a schooling system which stiffer and less able to optimize the potential of students, so comes the concept of alternative education that is increasingly in demand and becomes people's choice. One form of alternative education that continues to grow is homeschooling where the flexibility of learning programs is wide enough and homeschooler can study anytime anywhere and with anyone in accordance with their interests, talents and potential. Nowadays homeschooling get recognition from Indonesia ministry department of education and homeschooler are given opportunity to continue their education to higher levels in public or private schools in Indonesia and overseas. Today we are in the digital era. Implementation of homeschooling before and in digital era is certainly different. The digital era like the two opposing sides of a coin, on the one side give a positive influence while on the other side carries a negative influence when it is less wise to use it. This research is a phenomenology research that describes homeschooling as an alternative education and how homeschooling is done in the digital era. The data were obtained through literature study and field study with respondents of homeschoolers in district of Banyumas, Central Java, Indonesia.

**Keywords:** *homeschooling, alternative education, education in digital era*

## A. INTRODUCTION

Education changes in many ways from time to time. In the early days of the development of science, classical scientists were natural learners who taught autodidactically with iqra, reading the phenomena observed in the universe. They had huge curiosity, studying science through experiment, experience and scripture as a guide. They went to the teachers to dig deeper, discuss and debate their thoughts and discoveries. Their greatness is still recognized until today's modern era and even its discoveries make a huge contribution to the civilization of mankind.

Education as the schooling system began in the industrial revolution in the UK because of the need for a workforce of becoming part of the industry. The purpose of education change from learning for science itself to learning to produce

candidates whose abilities are utilized for the advancement of the industry. Until today schooling is becoming a system that is generally applicable in the education world, although people with better understanding of education are beginning to doubt the system. Those are those who think critically of the education, encounter problems in schooling system and perhaps experienced disappointment not even finding what expected in school.

The schooling system in Indonesia faces many challenges and problems. The problem of the high cost of education still occurs in Indonesia even though the government has budgeted 20% of the State Budget (APBN) for education and has launched School Operational Assistance (BOS) program (Kemendikbud, 2017: 17). Education facilities are also included in the budget of education budgeted in the State Budget (APBN). According to Central Bureau of Statistic (BPS) year 2017, schools in cities on the island of Java as well as major cities in other large islands in Indonesia generally already have adequate educational facilities, unfortunately educational facilities is not evenly distributed in certain areas in Indonesia. (BPS, 2017: 47). Another problem is teacher problems related with employment status, payroll, certification, training and education of teachers which still rolling to obtain a solution. In general, teacher quality and teacher competence in Indonesia are still low. In terms of educational qualifications, from 2.92 million new teachers only around 51% are graduated from university, from the certification requirements, only 2.06 million teachers or approximately 70.5% of teachers qualify for certification. In terms of its distribution, the distribution of teachers is uneven. Teacher shortages for schools in urban, rural and remote areas were 21%, 37%, and 66%. In some part of Indonesia lack of teachers as much as 34%, while in many areas there is an excess of teachers. (Kemendikbud, 2017: 39)

Not to mention students social and psychological problems that become a huge concern of school stakeholder such as, free relationship between male and female teenager in Indonesia causes abortion that reaches 2.3 million -2.6 million per year, in 2017 30% is done by adolescents. Based on data collected in 1970-1980 about 5%, teenagers have sex out of wedlock. In 1990, it roses to 18-20%, in 2000 it roses again to 20-25%, and in 2010 nearly 50% (Rahmawati, 2017: 18).

1. Sexual violence, the estimated sexual violence against children reaches 1 in 10 children by 2014 (Espelage, 2014: 25).
2. Bullying, for the last 30 years bullying is a serious threat in child development and is a potential for violence within schools. Bullying is regarded as an early form of violence and can manifest into serious behavioral disorders, such as anti-social or paranoia. Based on the research results of Smokowski & Kopase, there is a relationship between bullying and violence. The 1000 research subjects who were victims of bullying in class 6, 7 and 8 were seen to have aggressive behaviors that could potentially lead to criminal actions, engaging in drugs, carrying sharp weapons and other violent actions (Smokowski, 2005: 101-109).
3. Stress caused by a high standard of passing grade. Stress is an unmanaged emotion when a person faces a problem or pressure. Stress has adverse effects that can affect health, concentration and productivity. (Essel & Owusu, 2017: 15)

People no longer see school as a safe and comfortable place for their children to learn, so that various community starts looking for alternative education which expected become a solution of the problems they face, both the problem of education in general and the problems of education concerning social and psychology behavior. One form of alternative education that developing in Indonesia is homeschooling. According to Sumardiono, a homeschooling activist, "Education is not just about studying in school. Similarly, the educational system not only exists in the formal form as it is commonly known and developed in the community. There are other forms of education that are recognized and is being recognized in the national education system prevailing in Indonesia." (Sumardiono, 2007: 54).

Sumardiono's statement is reinforced by the Law of the Republic of Indonesia, by the Constitution number 20, year 2003 on National Education System article 13 which reads, "The national education system recognizes three educational pathways, namely formal, non-formal and informal education. The three educational paths are complementary and enriching." (UU No. 20 th. 2003, pasal 13). Homeschooling is a shape of non-formal education, gaining government recognition, homeschooling students can pursue formal education after taking examination the A, B and C package (equivalent to graduation test of Elementary School, Middle School,

and High School), they can even continue their education to universities inside the country and overseas in both public and private universities.

Homeschooling from time to time is increase in demand by the community as one of the alternative education models that is believed to be the best Education solution. The existence of homeschooling is increasingly widespread with ease of information obtained from various digital media since now we are in the digital era. According to the 2016 survey data released by the Association of Indonesian Internet Network, 132.7 million people in Indonesia have been connected to internet. Mentioned that the internet media users in Indonesia continues to grow every year. Java island is still dominating the Indonesian internet penetration followed by Sumatra island and East Indonesia in the last position. Users by age is 10-14 years of penetration 100% while over the age of 50 years is the lowest. Based on the occupation of digital media users, students, private employees, health workers recorded as the highest user, while housewives became the lowest. (Danuri, 2017: 86)

The existence of digital media clearly facilitates the implementation of homeschooling but is there any effect other than the use of digital media in homeschooling. What is the role of digital media in disseminating the existence of homeschooling? How is the influence of digital media in terms of homeschooling, teacher, legal formal, learning resources, and homeschooling program evaluations? Is there a negative influence on the use of digital media for homeschoolers? What solutions are offered to overcome those negative influences? This paper will review about homeschooling in digital era and offering solution if there is any negative side of digital media for homeschooler.

## **B. METHOD**

This research is qualitative research, researcher use a phenomenology approach based on the phenomenon of homeschooling that occurred in the society in the digital era today. Data obtained through research literature and field research with the method of observation, participation involved and interviews on 30 informants who are perpetrators homeschooling age 12 years - 17 years in the district. Banyumas, Central Java, Indonesia selected at random. Selection of informants aged

12 years - 17 years with the reasons at that age is the age that can learn independently, mastering the use of digital media and psychologically is the age that has a high curiosity will be many things. Informants are independent homeschoolers and community homeschoolers.

## C. DISCUSSION

### 1. Understanding Homeschooling

Homeschooling can be interpreted etymologically as home school. In Indonesian, some use the term "home school" but many experts prefer to mean *homeschooling* with the term "self-help school". But the name is not an issue, it is called whatever is essential essence (Kurniasih, 2009: 9). Essentially homeschooling is an alternative school that tries to put the child as a learning subject with an educational approach at home. Educational approach at home is a familial approach that allows children to learn comfortably in accordance with the wishes and learning styles of each, anytime, anywhere and with anyone. With this approach is expected to grow children flowers more naturally and optimally in developing their potential. (Versiansyah, 2007: 18).

Homeschooling became a movement in the 1970s, when educator John Holt, who was not fooled by the school reform process, began advocating public home schooling. Holt believes that a centralized education reform on the children he believes is needed, will not even be impossible in the compulsory school enrollment setting. (Griffith, 2008: 11). Around the world there are approximately 6 million *homeschooling* spread across countries, including Indonesia.

There is no single definition of homeschooling because the educational model developed in homeschooling is very diverse and varied. So that needs to be remembered here is not to narrowly interpret homeschooling as a learning activity that is only done at home, Instead it learns indefinitely. According to Yayah Komariyah (Komariyah, 2007: 5) homeschooling is a conscious, orderly, and focused process of educational service performed by parents or families at home or elsewhere, where the process of teaching and learning can take place in

a conducive atmosphere with the main purpose so that every potential of a unique child can develop to the fullest.

John Dewey (1859-1952 ) who is a progressive educational thinker which developed in the United States, *"... and it is well to remind ourselves that education as such has no aims, only persons, parents and teacher etc., have aims, not an abstract idea like education."* According to the theory of progressive education Dewey, students constitute a unified whole, developments emotions and social is as important as intellectual development. Content of learning comes from his interests and needs. The role of teachers in learning is providing a learning environment, giving students the freedom to learn and develop themselves, manifesting his curiosity. He was left to experience it for yourself, feel the consequences, and grow accordingly pattern. John Dewey's view, experience is both content and teacher natural from students. (Sukmadinata, 2004: 40). Therefore, students do not need to be taught but are encouraged to learn. Besides acting as a provider of the learning environment, teachers also act as a learning resource environment, always ready to provide assistance to students. He is constantly trying to prevent things that can interfere with student development.

## 2. Homeschooling Curriculum

The curriculum is at the heart of learning. Learning without a structured curriculum can be done, but it becomes unfocused and difficult to achieve goals. The homeschooling curriculum is developed flexibly according to the interests and needs of the homeschooler. As a very custom alternative education, every homeschooling has a custom curriculum and have full freedom to develop the it . In general, the homeschooling curriculum can be refers to the standards of Indonesia ministry of education or adopted the curriculum developed by other countries such as the United States or Japan.

In preparing homeschooling curriculum, it is necessary to consider several aspects such as the orientation and academic ability of the homeschooler, the values that parent wants to internalize in their children, the interests and talents of homeschooler, the learning style of homeschooler, the external potential that can support development of homeschooling curriculum, family

financial condition and parent condition in accompanying children running homeschooling programs. In general homeschooling uses a contextual and active learning approach.

### 3. Homeschooling Teacher

In homeschooling parents play a role as the main teacher. Parents develop a homeschooling curriculum according to their needs and education goals. When children's education is directly handled by parents it is in line with Islamic concept of teachings. We often hear the expression that Mother is the first and primary madrasah for the child. The phrase stresses the importance of motherhood as well as fatherhood in child education. In fact, in terms of educating children, the father plays role as the principal who determines the direction of the policy and mothers act as teachers who teach, educate and transform knowledge to children. When the father plays the role of principal does not mean that father does not play the role of educator as mother, father and mother together play an educational role in accordance with their respective parts.

Parents can also present other teachers who help run the homeschooling program that has been designed. The parent's busyness and the limitations of parents in such subject, becomes a bit of a problem in running homeschooling. Homeschooling teachers can be a personal teacher who invited to homeschooler home as a private teacher or a community teachers who teach regularly when homeschooler gather at a place to study together in community homeschooling.

There is another teacher who plays a role in homeschooling known as maestro teacher. Maestro teachers are those skilled in particular field. For example, a homeschooler has an interest in cooking, parents can put cooking learning program in homeschooling curriculum and can cooperate with maestro teacher that is a chef who has much knowledge and skill in cooking so homeschooler can become a good chef someday.

### 4. Rules & Regulation of Homeschooling

In the national education system, the organization of home schooling is based on the law of the Republic of Indonesia No. 20/2003 on National Education System (Undang-Undang Sisdiknas No. 20/2003), article 1 paragraph

1 which reads as follows: "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have power spiritual, religious, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state ".

Still in the National Education Law, Article 27 states that "(1) informal educational activities undertaken by families and the environment take the form of independent learning activities, and (2) informal educational outcomes are similar to formal and non- formal education formal education after the learner passes the exam in accordance with the national standard of education. " Nowadays homeschoolers get equal opportunity with students from formal school to continue their education to higher level by taking the national Education department equivalency test." With this policy many of them are accepted in public and private universities at home and abroad with a quality that is not less than students who previously attended formal school.

#### 5. Homeschooling Models

According to child education expert and homeschooler Seto Mulyadi homeschooling is divided into three Models: (Mulyadi, 2007: 33-38)

- a. Single home schooling is homeschooling that is carried out by parents in one family without joining the other. Usually home schooling is applied because there are special purposes or reasons that can not be known or compromised with other homeschooling communities. Another reason is that the location of one home schooling community with another is not possible (remote).
- b. Homeschooling compound is homeschooling which is carried out by two or more families for certain activities while the main activities are still carried on by their respective parents. The reason, there are needs that can be compromised by several families to conduct joint activities. Examples include curricula and consortiums, sports activities (eg. family volleyball athletes etc.), musical or artistic skills, social activities, and religious activities.
- c. The homeschooling community is a combination of multiple home school compounds that compose and define syllabus, teaching materials, basic



activities (sports, art, music, language), facilities / infrastructure, learning schedule. The commitment of the parents and community is approximately 50:50. The reasons for choosing home schooling community include:

- 1) More structure and complete in academic education, noble moral education, and achievement of learning outcomes.
- 2) Good learning facilities are available.
- 3) Space socialization of learners more broadly.
- 4) Greater support because each is responsible for mutual learning according to each skill.

#### 6. Homeschooling Learning Resources

Homeschooling is the liberating concept of Education. Children can learn anywhere anytime with anyone, means children can learn not only in a classroom in a school building but children have a classroom that spans the universe as a medium and a learning laboratory.

According to Heru Kurniawan (Kurniawan, 2016: 29), nature class is divided into three, first is class of nature means the territory of learning space in the form of natural nature that is its existence derived from the natural process of life given. This natural nature exists because of natural processes of nature. Natural classrooms include home page, school yard, forest, rice fields, gardens, farms, mountains and so forth. Next is social cultural class. Class in the form of social space, where in this social space occurs social interaction between individuals. In this classroom there is a group of people who are on the move naturally. In the socio-cultural classroom students will encounter a wide range of real-life activities in the social life of the community. Students are faced with a real lesson about social life that is useful for preparing themselves for the future in community life. The last is artificial natural class. This class is in a closed school basket and has been designed in such a way to resemble a natural and social class. This class is the most widely used class in schools. An artificial class has been stigmatized into a major class for students to learn. An artificial nature class can be an interesting place for students to learn with fun, for example for discussion, elaboration, exploration and expression. Homeschooling utilizes

all three types of classes simultaneously and utilizes the various media within them optimally.

Besides those three types of classes, homeschooler also need to provide include: reading books, encyclopedias, various textbooks, magazines, newspapers, CDs / DVDs / containing learning programs in the form of video, audio, and multimedia as a learning resources.

#### 7. Homeschooling Program Evaluation

Another thing that distinguishes homeschooling with other Education models is the absence of a scoring system that is contained in the Education report book. Educational report books that are generally believed to be the parameters of success or deterioration of children in learning are replaced by portfolio books that contain recording of study journey, advantages and disadvantages, greatness, mistakes, progress and homeschooler decline. Portfolio serves to reflect the development of children within the social framework of emotional, physical, academic, interests and talents. Portfolios help achieve the goals of the learning program by creating reflection and communication between children, parents and teachers. (Shores & Grace, 2006: 17).

In primary education, the portfolio serves as a memorable book and an inventory of the home schooler's learning process for internal and external parental interests (eg moving to regular schools or for reporting needs to specific agencies). In secondary education, this portfolio is shaped like a curriculum vitae (CV) for homeschooler. At a certain age, equivalent to junior high school and above, home schoolers can begin to take exams organized by a qualified independent examiner agency. Standardized test results from independent institutions, placement tests and portfolios is a requirement that is usually requested by the university when homeschoolers want to go to college.

#### 8. Homeschooling in Digital Era

Currently we are in a digital era, a period in which all aspects of our lives are always in contact with information technology. In education, computer technology and the Internet can be utilized to support the development of self-directed learning remotely, especially by promoting ease, flexibility and

interactivity between users. For homeschoolers the existence of digital media is like two sides of coin, that bring positive things but also can means negative if less wise in managing it. Some of the things that get a significant impact from the progress of the digital media in the development of homeschooling are as follows:

a. Accelerated Spreading of homeschooling concepts

The concept of homeschooling that has been known since the 1970s. According to the National Center of Education Statistics (NCES) data in the United States in 2003 there were 1,026,000 homeschooling students or about 2.2% of school age. This figure rose by about 1.7% from 1999 or some 850,000 homeschooler. This amount is far above the number of homeschoolers in Indonesia which amounts to 11,000 in 2015 (Kemendikbud, 2015). The author has not received a homeschooler number in 2017 but it is believed the number is increasing rapidly in line with the development of digital media.

The number of homechooolers above continues to increase along with the existence of the internet that allows everyone to access information easily. According to interviews conducted to homeschoolers in Banyumas district, Central Java province, Indonesia can be concluded by percentage, as much as 82% of informants get information about the concept of homeschooling via the internet more precisely through the web that discusses homeschooling, webinar, facebook , whatsapp, Instagram, Twitter and articles about homeschooling. As many as 18% homeschoolers recognize this concept through books about homeschooling, seminars, from family and friends who have done previous homeschooling activities and homeschooling events held in public, while 18% of homeschoolers who know the concept of homeschooling is not from digital media will eventually use digital media as a means to broaden their understanding of this concept.

b. Homeschooling Curriculum in Digital Era

The homeschooling curriculum in the digital era is rich after the use of the internet as a reference source for the preparation of homeschooling

curriculum. Various web sites at home and abroad provide free homeschooling learning programs, such as [www.hattemer-academy.com](http://www.hattemer-academy.com) , [www.belajaritugratis.com](http://www.belajaritugratis.com) , [www.zapmeta.ws](http://www.zapmeta.ws) , [www.monstercrawler.com](http://www.monstercrawler.com) , [rumahinspirasi.com](http://rumahinspirasi.com), and so on. The homeschooling curriculum has been developed with the support of internet media as well as in search of data, searching for interesting and diverse activities, meeting with the best teachers from various parts of the world and even presenting the learning outcomes.

One of the methods that are now beginning to be widely used by homeschoolers and incorporated as part of the homeschooling curriculum is the e-learning method. E-learning, as one of the methods of distance learning, can be used to adapt learning needs that support conventional learning. In conventional learning, often found time, distance and cost limitations. This continues until the discovery of e-learning learning method, which helps overcome the problem of the limitations. The term e-learning has a very broad understanding, so many experts who describe the definition of e-learning from various points of view. One of the accepted definitions of many parties as Hartley in Winarno and Setiawan (Winarno & Setiawan, 2013: 46) "E-learning is a type of learning that allows the delivery of teaching materials to students by using the Internet, Intranet or other computer network media. "

Of the 30 homeschoolers interviewed, about 96% admitted using the internet as an inspiration for the preparation of the homeschooling curriculum, although they still use books, encyclopedias, al-Qur'an and hadiths, magazines and newspapers as a source of curriculum preparation.

c. Homeschooling Teacher in Digital Era

Before the Internet, homeschooling teachers were parents, professional teachers who were involved in homeschooling to help parents as primary teachers because of their limitations, maestro teachers as expert teachers who guide homeschoolers according to their interests and talents. After the Internet era, there was a big change in homeschooling teachers. Nowadays by using internet homeschooler able studied to the best teachers transcend

national borders. The distance learning program allows homeschoolers to meet with experts in their fields from leading institutions. Various distance courses are opened, face-to-face learning using skype, exams with emails and certificates issued by the Institute of distance courses to homeschoolers who have qualified graduation. Field data show that 25 % of homeschoolers have distance teachers from distance courses whereas 19 % follow domestic long-distance courses 6 % follow distance learning centered in other countries in various fields.

d. Homeschooling Certificate

Above has been explained that homeschooling received recognition of the national education service of the Republic of Indonesia through equality tests so that homeschoolers can continue their education to a higher level. The Education Office issued a certificate of pursuit package A equivalent elementary school, pursuing package B equivalent to junior high school and pursue the equivalent of C package senior high school. The ownership of a diploma from the government with the ease of digital media today can be complemented by various certificates from the Institute of courses from within and abroad when homeschoolers attend online courses organized. This distance course certificate will be very useful as part of the homeschooler portfolio even taken into account as one of the considerations to be accepted when homeschoolers enroll in college. Approximately 16 % of the informants encountered by the authors have certificate of graduation from online courses in the field, as many as 4 % are still taking distance courses to obtain certificates and 80% have not taken long distance courses.

e. Homeschooling Community in Digital Era

We know earlier about independent homeschooling and community homeschooling. Before the internet become popular in the community, homeschooling community is limited to the distance of domicile homeschoolers who are still in one city. After the internet era, the homeschooling community covers a wider area. The homeschooling community can be a community in one country even across countries, which limits now is the common interest and purpose of each homeschooler.

Informants who follow the community homeschooling nationally only about 63% while those who follow the national and international community about 37%.

f. Learning Resources

- g. One of the ease of running homeschooling at this time is the Internet technology. Internet is very useful both for parents and homeschooler. For parents, the Internet makes easy to learn about homeschooling. The learning facilities are not just book-dependent. Various learning materials are available abundantly and mostly free. Parents who want to learn about homeschooling live using search engines to get a discussion of the themes that want to know. Parents can learn through homeschooling practitioners' blogs, learn about parenting and homeschooling through various groups on Facebook, learn by email as you are doing, or take an online seminar (webinar), and so on.

The internet makes homeschooler don't feel alone though maybe he is the only homeschooler who is homeschooling in an area. Thanks to technology, homeschoolers can network through Whatsapp or Facebook to learn from each other and discuss. Meanwhile, homeschooler also get great learning material gifts because learning materials are available abundantly from different parts of the world. Learning materials are not just about subjects, but various skills related to the real world and profession. Learning the language, design, technology, cooking, raising, business and so can be accessed by our children from home. (Rumahinspirasi.com)

According to NCES data (Homeschooling statistics, 2017), in the United States about 41% of homeschooling participants follow distance learning, 19.5% use internet media to learn to utilize email, web, skype, youtube and google search engine. The rest use radio and television to learn. Field data show that in percentage, 98% of informants use internet as source of learning, though from 98% besides using internet media also utilize other learning media like books, encyclopedia and field study. The data above shows that the use of internet media as a source of learning is quite high.

h. Homeschooler Portfolio in Digital Era

Evaluation of the homeschooling program to know the development of homeschooler is mostly done by using portfolio. In the current digital era, portfolio making as a reflection of homeschooler achievement has improved both in terms of portfolio quality and portfolio aesthetic side. Informants said that after making use of the internet as a source of inspiration for homeschooling portfolios, they were inspired to enrich their portfolio content in accordance with homeschooling programs that have been established and lived by previous homeschoolers. Data obtained from the informants in percentage is, 80% of informants are already using the internet in search of inspiration to create homeschooling portfolio. One of the sites that are considered to be an inspiration is often visited by the homeschooler to create a portfolio is [www.pinterest.com](http://www.pinterest.com) which is about 72% of homeschoolers who use the internet in making portfolios. About 20% of informants rely on their own creativity with inspiration from previous books, magazines and portfolios. Portfolio presentation is done in various ways, by making scrapbook 41%, uploading in social media 44% and 5% have not made homeschooling portfolio for various reasons.

i. The Negative Side of Digital Media and its Solutions

The existence of digital media today can't be separated in modern human life. In addition to the many positive benefits that homeschoolers get when utilizing digital media as described above, there are negative things to watch out for especially by homeschoolers to prevent unwanted things. Here are some negative things that affect adolescents aged 12 years to 17 years:

1) Interfere learning activities

The use of digital media as a source of learning is a positive thing and helps users obtain broad information and new knowledge. Uncontrolled user usually open sites that have nothing to do with learning materials that should be studied. Adolescents aged 12 years to 17 years with a high curiosity spirit easily trapped in this. Informants say they often have the initial intention of opening sites related to the material being studied, on average after thirty minutes have passed

since opening the first site, they are tempted to open other more interesting sites such as entertainment sites, games and music.

2) Evil and Fraud

The virtual world allows anyone, any age with any background to meet and interact. Cybercrime is now a form of crime that is rife. This needs to be watched by users of digital media including homeschoolers who utilize digital media as a learning resource. Cybercrime can penetrate not only the national but also the global sphere, beyond space and time. It has no state boundaries, no jurisdiction, and can be done from anywhere and anytime. In 2013 Indonesia ministry of communication and information (Kominfo), provide data that Indonesia became a contributor to Cybercrime attacks in second place after China. 3 years after that in 2016, 36.6 million incidents of cybercrime in Indonesia. (Danuri, 2017: 59).

j. Pornography

Digital media is the fastest media spreading pornography. Pornography is a sexually evocative material that arouses sexual arousal. Pornography has become one of the masterminds of the destruction of the mentality of the young generation of the nation. Pornography is very worrying for teenagers and gives a bad impact for teenagers. One effect of pornography is the addiction of enjoying pornography. (Suyatno, 2011: 24). Data from Yayasan Kita and Buah Hati, in the year 2013, 95% of students in grade 46 elementary schools in Jakarta had seen pornographic content. (Erlinda, 2014: 12), from the data it can be concluded that the danger of pornography threatens Indonesian children and needs to find the right solution to overcome this problem.

k. Disrupt Communication and Family Life

The use of digital media in the family affects the overall social interaction within the family, where the interaction is usually done between parents and their children as a form of parenting and communication to create family strength will be disrupted. The interaction that was initially done directly (face-to-face) is now being replaced into interaction with digital media.



Each member of family become more individualistic, because the change in direct interaction into a more frequent interaction with digital media has a difference. The form of social interaction within the family that is affected by the use of digital media can alter the function of the family itself. Wherein between parental behavior and interaction of a parent to a child in his custody was not established as a whole, where the communication, closeness, support and involvement of parents no longer perceived or performed with a maximum.

Various problems related to the negative effects of using digital media above require immediate and appropriate solutions. Some recommendations that can be suggested by the author include:

- a. The need for parental understanding of what digital media functions, benefits and dangers of the digital media are for homeschoolers before they take advantage of this medium as a source and learning tools.
- b. Parents as the main teachers in homeschooling become a homeschooler partner in learning so that the use of digital media more focused.
- c. Parents and homeschoolers have agreements on what should and should not be done with the digital media.
- d. Consistent with what has been agreed upon.
- e. Enforce rewards and consequences when the homeschooler complies with or violates the agreed upon agreement.
- f. Tools to access digital media such as personal computers, laptops, mobile phones are used in open space, for example in the family room or study room so that parents can check what is accessed by the homeschooler.
- g. Parents open the history of search engine regularly to find out what sites are opened by the homeschooler so that when there is a site that they can't access can be notice immediately so as not to become a habit.
- h. When children are already exposed to sites that do not match their age, avoid scolding and punishing them, as they will become defensive and perform their bad habits in secret. A personal approach that is full of attention and trust will reduce the negative impact of digital media.

- i. Parents should strengthen the bonding and personal relationships with children so that an openness in the family is believed to prevent the family from the negative influence of digital media.

#### **D. CONCLUSIONS**

Education changes shape from time to time, ranging from iqra method by studying kauliyah and kauniah verses that lie in the universe in the classical period that creates muslim scientists whose thinking are still influence today's human civilization, system schooling that begins when the industrial revolution in the UK which focuses more on cognitive success and tends to be less accommodating to the other side of human potential. Based on the various problems faced by the schooling system, developing new thoughts about Education which ultimately gave birth to the concept of alternative education.

One form of alternative education is homeschooling which is believed to be more able to develop every potential side of a child, not only focusing on the cognitive aspect but also the affective and psychomotor side. Homeschooling develops significantly from year to year both independently and communally. Homeschooling as an alternative education that is currently very popular in Indonesia, has received the recognition from Indonesia ministry of education through the equivalence examination which diploma can be used to continue to public and private universities in Indonesia or overseas.

In today's digital era, homeschooling is growing because of this concept can spread more rapidly to the public through digital media from the web, webinar, youtube, facebook, whatsapp, Instagram, twitter and more. Digital media is an inspiration for the homeschooling curriculum making, learning material resources, portfolio making, meet expert teachers, joining national and international homeschooling communities, taking online courses to obtain certificates national and international according to the area of interest.

Utilization of digital media in homeschooling like two sides of the coin, on the one side brings a positive influence but on the other side can bring negative effects if less wise in using it. Some solutions offered by the author to overcome the negative side in the utilization of digital media by homeschoolers are expected to reduce and

even overcome the negative effects of digital media that we do not expect. We can conclude the solution offered, requires communication, positive relationships, consistency, supervision and bonding between parents and homeschoolers.

## BIBLIOGRAPHY

- BPS, 2017, Potret Pendidikan Indonesia : Statistik Pendidikan 2017, Jakarta : BPS
- Danuri Ahmad, 2017, Trend Cyber Crime dan Teknologi Informasi di Indonesia, Infokam Nomor 2 Th. XIII/September/2017
- Erlinda, 2014 Upaya Peningkatan Anak dari Bahaya Kekerasan, Pelecehan dan Eksploitasi, Jakarta: KPAI
- Espelage, D.L. & Swearer, S.M., 2014, Bullying in American schools: A social-ecological perspective on prevention and intervention, New Jersey: Lawrence Erlbaum Associates Publishers
- George Essel and Patrick Owusu, 2017, Causes of students' stress, its effects on their academic success and stress management by students, Thesis, Finland: Seinäjoki University of Applied Sciences
- Hartley, Darin E., 2001. Selling E-Learning, American Society for Training and Development.
- Griffith, Mary, 2008, Sekolah di Rumah, Memanfaatkan Seluruh Dunia Sebagai Ruang Kelas Bandung: Nuansa
- Kementrian Pendidikan dan Kebudayaan, Ikhtisar Data Pendidikan tahun 2016/2017, 2017, Jakarta, Kementrian Pendidikan dan Kebudayaan Direktorat Jenderal Pusat Data dan Statistik Pendidikan dan Kebudayaan
- Komariyah, Yayah, 2007, Homeschooling: Trend Baru Sekolah Alternatif, Jakarta: Sakira Publishing
- Kurniasih, Imas, 2009, Homeschooling Bersekolah di Rumah, Kenapa Tidak?, Yogyakarta: Cakrawala
- Kurniawan, Heru, 2016, Sekolah Kreatif : Sekolah Kehidupan yang Menyenangkan Bagi Anak, Yogyakarta: Ar-Ruzz Media
- Mulyadi, Seto, 2007. Homeschooling Keluarga Kak-Seto: Mudah, Murah, Meriah, dan Direstui Pemerintah. Bandung: Kaifa PT Mizan Pustaka
- Rahmawati, Pengetahuan Dan Perilaku Seksual Pranikah Remaja, 2017, Online Jurnal Komunikasi Kesehatan Vol. VIII no. 1, 18. <http://e-journal.akbidpurworejo.ac.id> (diakses 25 Januari 2018)

- Smokowski, P.R. & Kopasz, 2005, K.H, Bullying in school: An Overview of Types, Effects, Family Characteristics, and Intervention Strategies. *Children & School Journal*, Vol. 27
- Shores, Elizabeth F, 2006 Grace, Cathy, *The Portofolio Book: A Step by Step Guide for Teacher*, Beltsville: Gryphon House Publishing
- Saputra, Abe A, 2007, *Rumahku Sekolahku*, Yogyakarta: Graha Pustaka
- <http://otodidik.blogspot.co.id/2017/homeschooling-statistics.html>, diunduh 15 April 2018, 7.25 WIB
- Sukmadinata, Nana Syaodi, 2004, *Pengembangan Kurikulum: Teori dan Praktek*, Bandung: PT Remaja Rosdakarya
- <http://rumahinspirasi.com/27-memanfaatkan-teknologi-untuk-homeschooling>, diunduh 15 April 2018, 7.13 WIB
- Sumardiono, 2007, *Homeschooling: Lompatan Cara Belajar*, Jakarta: Elex Media Komputindo
- Suyatno, 2011, *Belajar sendiri mengenal internet jaringan informasi dunia*. Jakarta: Ghalia Indonesia
- UU RI No. 20 Tahun 2003, 2005, Surabaya: Media Centre
- Versiansyah, Chris, 2007, *Homeschooling: Rumah Kelasku, Dunia Sekolahku*. Jakarta: PT. Kompas Media Nusantara
- Winarno & Setiawan, Johan, 2013, Penerapan Sistem E-Learning pada Komunitas Pendidikan Sekolah Rumah (Homeschooling), *Jurnal ULTIMA InfoSys*, Vol. IV, No. 1, Juni 2013